



1 September 2009

Personnel

**AIR WAR COLLEGE DISTANCE LEARNING
17th EDITION STUDENT HANDBOOK**

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SUMMARY OF REVISIONS.

- Added Summary of Revisions to facilitate review and staffing
- Changed “Student Guide” references to “Student Handbook”
- Added requirements for Edition 17.1
- Updated Rosetta Stone® course duration
- Added READI and IDI descriptions
- Removed Criterion Writing Assessment
- Revised final grade and program credit
- Added References and Acronyms section
- Added reference to errata
- Updated civilian eligibility
- Added grade definitions
- Updated grade appeal process
- Added description of misrepresentation
- Added Academic Excellence Award description
- Added descriptions for new electives
- Other minor administrative changes

DEAN'S WELCOME

Welcome to Air War College, the senior level of Air Force professional military education! I congratulate you for taking this important step in your professional development.

Air War College has been offering a distance learning curriculum since the late 1940s. Distance Learning is pleased to offer a challenging and relevant program to help you improve your professional knowledge and enhance your ability to articulate issues associated with being a senior officer in our Air Force and a national security professional. Our primary goal is to help you increase your critical-thinking skills and make you more aware of the issues you may be called upon to impact at the senior level. This program may not provide all the answers. It will help you develop the skills to ask the right questions in solving complex problems.

The curriculum of this edition has been designed to more closely reflect the topics in the AWC resident program. Another significant change in this edition is our mode of assessment. In previous editions of Air War College, the typical assessment was closed-book, multiple-choice exams. Multiple-choice exams required detailed attention to each desired learning outcome (DLO) and a very “tactical-level” approach to effectively master the course materials. This edition consists of closed-book, short answer and essay questions. While answering each DLO will certainly help to prepare you for the exams, your attention should shift to a more strategic level as you seek to understand the concepts presented in the materials. Finally, because mastering the course concepts is the goal, you will hopefully find the course materials to be merely your starting point for future development. The Resource tab within the Student Information System will have additional materials you may find useful in completing the course and in your ongoing professional development. The Distance Learning program does not award a masters degree nor Joint Professional Military Education credit; however, the course work is at the graduate level.

You are expected to make continuous progress in the course once you enroll. There are a total of 70 lessons (one elective with 10 lessons and five core courses with 12 lessons each). Most people will be able to complete the program in 20 months or less. Most students should complete at least one lesson each week. Several students have completed the program in less than 7 months.

Please take the time to review this student handbook before you begin, and refer back to it when you have questions. Our faculty consists of subject matter experts who are here to help guide you through this curriculum. If we can assist you in any way, please contact us. The DL team keeps exploring better ways to deliver course materials to you. If you have suggestions, please let us know.

When complete, we expect you to know how US national strategy translates into actions in the battlespace, and be able to clearly and concisely articulate how air, space and cyberspace power fit into the battlespace as a part of the joint team.

Best wishes for your success in AWC Distance Learning and in your professional career!

STEPHEN G. VISCO, Col, USAF
Dean, Distance Learning

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Introduction

AWC Mission Statement

To prepare students to lead in a joint, interagency, and multinational environment at the strategic level across the range of military operations; to develop cross-domain mastery of joint air, space and cyberspace power and its strategic contributions to national security; and to advance innovative thought on National Security, Department of Defense and Air Force issues.

General Program Description

The AWC distance learning (DL) program is a Senior Developmental Education (SDE) program. The curriculum consists of one elective and five core courses. The elective must be completed first, within 12 months. Most students complete the elective within 3-6 months. The core courses should be completed in the following order: Foundations of Strategy (FS), National Security and Decision Making (NSDM), Global Security (GS), Joint Military Operations (JMO) and Joint Strategic Leadership (JSL). All elective and core course requirements must be completed within 36 months of initial enrollment.

Benefits of AWC

SDE Credit – All Air Force officers earn SDE credit upon completion. If you are a sister-service student, you will need to contact your personnel office to ensure you receive credit for successfully completing the AWC DL program. Civilians should contact their personnel office to ensure their records are updated to reflect graduation status.

Graduate Credit – The American Council on Education (ACE) may recommend some graduate credit hours for completing the program. For specific details refer to their web-based application at: <http://www.militaryguides.acenet.edu/>. The final decision on how many credit hours you can transfer rests with your school.

Reserve Points – Air Reserve Personnel Center (ARPC) determines USAFR retirement credit points based on the study hours for each course. If you have indicated the proper service component when you enrolled, study hours will be automatically sent to ARPC after you complete each course. You will earn 60 study hours for the elective and 99 study hours for each of the five core courses. General information on points is available at the AFRPC website (<http://www.arpc.afrc.af.mil/library/factsheets/index.asp>).

Methods of Study

The AWC/DL program may be completed either through a seminar/study group or self-study.

Seminar/Study Group

A student- or mentor-led study group meets regularly to exchange information and enhance learning through interaction. Times and meeting places are set up by the members of the group. This method is most effective with 4 to 20 participants. We recommend the group meet once a week for 1-2 hours to discuss at least one lesson. However, to finish the course in about a year, you will have to discuss two lessons some weeks. Participants should take turns leading a lesson. The intent is not to lecture, but to facilitate discussion of the DLOs, discussion of each lesson's concepts to current events and historical case studies, and to discuss any questions from the lesson.

Self-Study

This is the preferred method for most students and is the typical correspondence course method. You can proceed at your own pace instead of the pace of a group. While it is easy to procrastinate with this method, students with good self-discipline usually prefer this method of study. The last page of this guide contains a checklist that you can use as a planning tool to help the self-study student stay on track. If you complete one lesson each week and allow time for study before exams and some leave time, most people will be able to complete the program in 20 months or less. If you need to accelerate your completion, finish more than one lesson a week.

IT Challenges

Students may experience information technology (IT) challenges during the program. In an effort to secure our military networks, changes in network configurations and modifications to hardware and software are made on a continual basis. This may result in situations where networks may be disabled (at the service, MAJCOM or base level) and software does not work as desired. AWC continuously works these issues on behalf of our world-wide student population but keep in mind we have no control over any of them. In addition, we sometimes do not know there are problems at a given location unless you make us aware of them. If you know of specific issues at your base, please let us know. When providing issues or feedback in this area, please provide detailed descriptions to include screen shots if applicable. If available, it may be more advantageous to use a home computer, not connected to a government network, to complete some of your requirements.

On 3 August 2009, changes allowed the use of a Common Access Card (CAC) card to access AUSIS. It is not mandatory to use a CAC card at this time; you may continue using a userid and password. However, as the dynamics of network security changes, we may be required to go to CAC-Only for accessing AUSIS in the future. If you wish to use your CAC card from a home computer to access AUSIS, you will need a CAC card reader and install the CAC middleware (ActiveClient). Your client support administrators should be able to assist with any questions you have about installing this capability on home computers.

Program Information

Eligibility – The following military, civilian, and international applicants are eligible to enroll in the AWC Distance Learning Program:

Military – Active duty, reserve or national guard O-5 selects and above. If you retire while actively enrolled and transition to Civil Service you can only continue your enrollment if you meet the civilian criteria below.

Civilian – Federal civil service employees in the grades of GS-14/15, NSPS employees in Pay Band 3/4, DR-III/IV lab/demo employees, GG-14/15 and DCIPS Pay Band 4/5.

International – International applicants must be an O-5 select or higher. Please refer to AFI 36-2301, 27 June 2002, paragraph 3.7, for additional guidance.

Note: Knowingly disregarding these eligibility requirements and attempting to enroll is considered misrepresentation. Misrepresentation is a violation of academic integrity. AUI 36-2315, Student Disenrollment Procedures, applies to cases of academic integrity.

Enrollment – Military personnel can enroll in AWC via the Air University Student Information System (AUSIS) at <https://ausis.maxwell.af.mil>. Eligible civilian personnel must contact AWC/DL to accomplish the enrollment. International students will be enrolled by AWC/DL once the AU Registrar notifies AWC of eligibility. Students enrolled by AWC/DL (international officers and civilians) will need to establish a user account. You can track your program status and progression via your AUSIS student record. You will be sent an e-mail to the e-mail address you provided once your enrollment is complete. Your e-mail address must be current because this is our primary means of communicating with you. Immediately upon enrollment, you should complete the review of this student handbook. Then you will select and begin working on an elective.

Note: Edition 17.1 will be implemented on 2 Sep 09. Students enrolling on or after 2 Sep 09 will be required to complete the Readiness for Education at a Distance Indicator (READI) and the Intercultural Development Inventory (IDI). READI is a tool to help you assess your readiness for online learning. The student handbook will be combined with the READI assessment into an Introduction course.

Program Requirements

You are required to complete the following to receive program credit.

- Student Handbook Review
- READI Assessment (Ed. 17.1)
- Elective and five core courses
- IDI Assessment before and after JSL course (Ed. 17.1)

Elective – All elective course information is on our website (http://www.au.af.mil/au/awc/dl/17/Electives/electives_17.htm). This website will provide course descriptions only. Elective course content is located in AUSIS. You will not receive books for the elective. For Rosetta Stone®, please fill out the application from the website. More information is in the Curriculum section on page 13. Upon successful completion of an elective, you will be enrolled in the first core course, Foundations of Strategy. As of 1 Jun 09, if you do not complete the Rosetta Stone® requirements within the timelines listed below you will receive an unsatisfactory grade (65%) for that elective

attempt. You must then select a non-language elective and complete it within your original 12 month elective due date.

Core Course Materials – Upon your enrollment in each core course, the readers and a CD will be shipped to the address in your AUSIS record--keep your AUSIS demographic information current and accurate. Course materials are only shipped upon successful completion of the previous course. All course materials necessary to successfully complete the program can be found in your readers and the CD provided, as well as on-line within AUSIS. Materials are shipped USPS media rate, so please allow 20 days for stateside addresses and 40 days to overseas addresses. Due to copyright restrictions, some readings will be available only through a library link in AUSIS and will not be in the books or on the CD. We strive to make our curriculum as accurate and relevant as possible. For corrections, consult the errata sheets on AUSIS under Resources.

Timelines

There are three dates you must be aware of: student handbook certification/READI, elective due date and program due date. Edition 17.1 combines the student handbook and READI into an Introduction course. The Introduction course must be completed within the first 30 days after initial enrollment. You will be administratively eliminated if you do not certify you have read the student handbook and completed READI within 30 days of your enrollment or you do not complete an elective within 12 months. Most people complete the elective in 3-6 months. You must complete the entire program in 36 months (from your original enrollment date), to include all re-enrollments. The longer you take completing the elective requirement reduces the amount of time available to complete the remainder of your course requirements (12 lessons for each of the five core courses). Please be sure to plan ahead for boards, assignments and deployments when progressing through the program. The program is designed to be completed in 20 months if you study one lesson per week. If you enroll in a Rosetta Stone® course in lieu of the elective, you must complete Rosetta Stone® in the following timelines due to license availability. Spanish and French: 4 months; Chinese, Arabic and Russian: 6 months. Once you complete an elective, AUSIS will show a recommended course due date of 4 months for subsequent core courses. However, your program due date will continue to show 36 months after your initial program enrollment date. You will be automatically disenrolled if you miss the student handbook/READI date, the elective due date or the program due date. No extensions will be granted. You should submit all assignments at least 2 weeks in advance of any due date to allow sufficient time for grading. You must wait 90 days to re-enroll after any disenrollment. If you reenroll in the 17th Edition, you do not get a new 36-month clock. You have the remaining time from your initial enrollment. Your Wing Commander, or equivalent, must provide written justification to allow a 3rd enrollment. If approved for the 3rd enrollment, the justifying official will be updated periodically about your progress in the program.

You must nominate a mentor (O-6 or civilian equivalent) before you start the Joint Strategic Leadership (JSL) course. Please wait until you are enrolled in JSL to nominate a mentor. Your mentor will review your JSL written assignments before you turn them into AWC.

Promotion boards and desired graduation dates are recurring issues for students. Please be sure to submit your required course work early enough to be graded and posted in time to affect pre-board activities. For significant Air Force-wide events, we will attempt to post relevant notices on the AUSIS home page. If you plan to complete your AWC program, do not delay until just prior to a significant career event.

The time you are willing to invest is a personal and professional decision. We do not encourage rushing through the program just to show completion status in your records. One of our goals is to have our students learn and grow as they complete the curriculum. With that said, we stand ready to support you at the pace you decide to set.

Exams

You will be expected to demonstrate mastery at the application, analysis, synthesis, and evaluation levels of learning, so exams will be short answer or essay. Application involves applying knowledge to actual situations. Analysis requires you to recognize how different objects or ideas are interrelated by breaking them down into simpler parts. Synthesis involves arranging these simpler parts of ideas into a new whole that was not obvious before. Evaluation is interpreting and judging the value of the material against a set of criteria based on the course readings. These higher levels of cognitive learning require in-depth knowledge, and therefore, a different kind of preparation for exams, one that goes beyond simply memorizing course materials. Be sure to prepare adequately before taking an exam, as you are allowed only two attempts per course enrollment to pass an exam. You will be allowed two enrollments per course (four exam attempts).

The closed-book (no reference materials), short answer elective exam must be completed within 2.5 hours. You will be given two opportunities to pass an elective exam. In the rare instance you fail to pass the exam on the 2nd attempt, your record will reflect Course Failed status and you must contact AWC/DL Student Operations staff to choose another elective.

Core course exams vary slightly, but all (except JSL) are closed-book (no reference materials), essay type. You must complete core course exams within 3 hours. If you fail a core course exam twice, your record will reflect Course Failed status and you must contact AWC/DL Student Operations to continue in AWC. After you have passed the remaining courses, you will be afforded another opportunity to complete the failed course. If you fail two courses, you must consult with an instructor. Failing three courses will result in evaluation by the Dean of Distance Learning and consulting with your supervisor to determine if you can complete the requirements of AWC.

Before taking any exam, please check the Resources tab (Test Instruction) in AUSIS for course exam specifics. Submitted exams should be graded within 2 weeks.

Grades

A score of 90 and above is considered “Outstanding.” A score of 80-89 is considered “Excellent.” A score of 70-79 is “Satisfactory.” Any score below 70 is “Unsatisfactory” and is considered a failure. The table below provides broad grade definitions.

Grade Definitions			
Unsatisfactory	Satisfactory	Excellent	Outstanding
The level of understanding is not sufficient for meeting desired objectives. Well below fully satisfactory. Improper or incorrect documentation. Inadequate support and critical analysis. Cheating, plagiarism or violations of academic integrity.	Demonstrates an acceptable understanding of the concepts denoting mastery of the learning outcomes. Fully satisfactory. The assignment is logical, factual, well supported and covers the main points.	Demonstrates a high level of understanding and mastery of the learning outcomes. Quality of the assignment is original and innovative. Effective analysis and application of course concepts.	Demonstrates an exceptional level of understanding and a superb mastery of the learning outcomes. Quality of content, organization, critical analysis is clearly superior. Superb analysis and application of course concepts.

Grade Appeal Process

Students may appeal any grade they receive. Appeals must be initiated within 5 duty days of the grade notification via e-mail to AWC.DL@maxwell.af.mil. The graded event being appealed will be reviewed by two other instructors. Subsequent appeals will go to the Dean of Distance Learning. If the appeal is not resolved to the student's satisfaction at the Dean's level, an appeal may be elevated to the AWC Commandant and, ultimately, to the AU Commander. Results of the appeal will be returned to the student within 5 duty days of the request. The appeal process may result in raising, lowering, or sustaining the grade.

Program Support

AWC/DL

Instructors and Staff – Our Student Operations staff is available to help with administrative issues you cannot resolve on AUSIS.

Contact Information – We prefer you contact us by e-mail (AWC.DL@maxwell.af.mil). Please refer to this student handbook—most questions are answered here.

E-mail: AWC.DL@maxwell.af.mil.

Phone Numbers: Commercial: (334) 953-6093 or 8824 or DSN: 493-6093 or 8824.

Personnel are usually available to answer the phones from 0730-1630 Central Time on normal duty days. Most phone requests for service will require an e-mail confirmation from you for tracking and recording purposes, so it is best to contact us by e-mail.

Fax Numbers: Should you need to fax anything to us, please include a fax coversheet with details of the faxed communications and contact information and send to: Comm Fax: (334) 953-7225 or DSN Fax: 493-7225.

Online Services – AWC/DL manages the AWC section of AUSIS (<https://ausis.maxwell.af.mil>). AUSIS is your interface to AWC/DL. The primary methods used to communicate include information pages and critique forms. AUSIS provides:

Welcome Page – Pertinent, timely announcements are posted here. Account login access is also available from this page.

E-mails – When you enroll in the program, an elective or core course, you will receive an e-mail with information about that portion of the program. Please review the appropriate paragraphs for the applicable course. You may also receive other e-mails periodically pertaining to the program. Please read these e-mails and follow the instructions.

Course Content – If you have problems understanding your materials or want the latest announcement or policy guidance, refer to AUSIS first. AUSIS will also be updated regularly with additional resources, such as videos of lectures provided in the resident program to help you master course materials. This information will be found under the Resources tab. The primary course content is contained in core course readers, the AUSIS Course Content menu and the CD included with your book sets. Electives are only available in AUSIS. There are some articles you will have to link to at the Muir S. Fairchild Research Information Center. Links are available on AUSIS and the core course CDs.

Exams – You must take your exams through AUSIS at an authorized testing center. These include the elective and core course exams. You will also upload some assignments through AUSIS.

Resources Tab – The Resources tab in AUSIS has useful supplemental information. Although not required, you may find it helpful for your AWC experience, as well as your professional development. The primary course content is contained in core course readers or in AUSIS for electives. The Resources tab is where you will find additional videos and reading material for each course. One subheading you should pay particular attention to is “Test Instructions.” Under “Writing Support,” you will find the grading rubric and tips for writing a good essay.

Online Feedback Forms - Also known as End-of-Course critiques, these provide immediate feedback on individual courses. The critiques are used by AWC/DL to identify potential improvements in procedures, products, and programs. We get excellent improvement ideas from our students, so please take the time to share your feedback and ideas.

Extensions – Due to the extended length of the program and the need to include the most current course materials possible, no extensions will be considered for the two due dates established when you enroll (elective and program). Our desire is for you to read up-to-date course materials so you can be prepared for the challenges you could face as a future senior leader.

Completion Status – All requirements, including any retesting, must be completed within 36 months of enrollment. Your official start date and your scheduled completion date are available through AUSIS should you want to review them. We strongly recommend you use the last section of this student handbook to plan your goals for course completion.

Personnel Record Updates – AWC will provide PME program completion data to the Air Force Personnel Center (AFPC) and ARPC for USAF officers' records. Your program completion information is transmitted to AFPC or ARPC (for both AFRES and ANG) as appropriate. Be sure your "Service Component" is correct in your AWC student record. Your personnel records should reflect that you have completed AWC within seven business days after your instructor posts your final course grade and all requirements are met. ARPC will update your retirement points based on the study hours provided electronically by AWC. Non-USAF military and all civilian student records must be updated by the student.

Diplomas – A diploma will be issued upon successful program completion. The diploma will display your name as it is reflected in AUSIS and will be mailed to the address on file in that database. Diplomas will be annotated with "Excellent" or "Outstanding" for those students accomplishing a higher level of achievement. This achievement is based on your final program grade. If you do not receive your diploma within 30 days after AUSIS reflects your status of "Program Complete," you should e-mail AWC/DL (AWC.DL@maxwell.af.mil).

Academic Excellence Award – This highest academic distinction is awarded each calendar year to the top distance learning graduate with the highest academic grade average. This grade average is described in the final grade calculation section below. The student is invited to attend the National Security Forum and participate in the resident program graduation exercises.

Air University Registrar (AU/CFR)

The Registrar is responsible for creating and forwarding transcripts in response to students' and academic institutions' requests. The Registrar also serves as the AU liaison to Educational Service Officers worldwide.

Program Transcripts – AU/CFR will furnish a transcript upon receipt of your written request. The request format is at <http://www.au.af.mil/au/registrar.asp>.

Policies and Guidelines

Academic Integrity (AUI 36-2309, 22 Aug 08)

As you know, integrity is a cornerstone of the military profession and permeates every aspect of our service. Within this academic environment, integrity is important to ensure that graduates are skilled in the areas prescribed by Joint and Air Force directives and to preserve the validity of the assessment program. Air University Instruction 36-2309 defines academic integrity as: “Uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity.” As a student in this program, you are now responsible for adhering to these standards.

Collaboration and discussion in an established seminar, by a legitimate seminar member, is highly encouraged, but each member is expected to do his/her own work.

You are forbidden from sharing or having exam information. In other words, after completing the exam, a student must not share or discuss exam questions or materials with anyone. This would include exam references in course content or study materials.

You are forbidden from collaborating with other students on any written assignment or exercise. Aside from your JSL mentor, assignments and exercises are individual efforts and must be accomplished without help from anyone.

Any feedback from AWC/DL instructors is privileged information and subject to the same protections from being shared and the same consequences if caught sharing it.

Cheating – The act of giving or receiving improper assistance such as, but not limited to, copying answers from another’s exam; using references not authorized for use during exams or other assigned work; knowingly permitting another to copy your work or answers from an exam; and collaborating with other persons on individual assignments, except as permitted, constitutes a violation of academic integrity. Unauthorized discussion, disclosure, or possession of AWC exam questions is a violation of Article 92, UCMJ. AWC exam questions may be discussed only with AWC personnel.

Misrepresentation – The act of making an assertion to intentionally deceive or mislead. Misrepresentation may be an oral or written statement that is misleading or deceiving and meant to be so; for example, false reporting. Students enrolled in a course who previously took the same course (or a variant of it; for example, a nonresident version of the same course) and attempt to resubmit research papers or other work in fulfillment of a current school assignment, while disguising the fact that it is a resubmission, would be guilty of misrepresentation.

Plagiarism – The act of appropriating the literary composition of another, or parts or passages of another’s writings, other ideas or language of the same, and passing them off as your own product. You must properly cite quotations or paraphrased passages within any written work submitted to AWC.

Graded Assessment Compromise – Normally, local authorities will investigate alleged incidents. Should AWC learn of suspected violation of academic integrity involving graded assessments, we will report the details to the appropriate commander for investigation. If the commander determines that a violation of academic integrity occurred, he or she may take appropriate action. Additionally, you should understand that you could be implicated in a

violation of academic integrity simply by having knowledge of another's violation and failing to report it. Individuals found guilty of academic integrity violations are also subject to sanctions imposed by the AWC Commandant. These sanctions can affect credit for work already completed as well as a student's eligibility for future PME opportunities.

Academic Freedom (AUI 36-2308, 22 Aug 08)

Your courseware may include candid lectures and articles from senior leaders across the DOD and other departments and agencies. These leaders consent to distribution of their lectures because they are assured that their comments will be shared only among the AWC student body. As an AWC student, you share an important responsibility with the faculty, staff, and students at Maxwell AFB in upholding academic freedom policies. To meet this responsibility, you must adhere to the college's academic freedom and non-attribution policies. Do not cite, share, or discuss our contributors' offerings in your communications without checking with us first. Similarly, respect the contributions of seminar mates and any guests who might participate in your sessions. Some explanatory notes on our academic freedom policy follow:

Academic freedom allows you, our guest speakers, and contributing authors to state opinions openly and to support or challenge ideas without concern that their remarks will subsequently be attributed to them.

Non-attribution facilitates the free expression of opinions and ideas and allows for professional disagreements within the context of an academically stimulating environment. Essentially non-attribution means not associating specific comments, ideas, opinions, or conversations with specific individuals.

Although individuals may debate relevant issues, academic freedom must be tempered by good judgment to refrain from making offensive remarks, unfounded opinions, or irresponsible statements, either verbally or in writing. Offensive remarks or irresponsible statements include comments disparaging any person's race, color, national origin, ethnic group, religion, or sex. Offensive remarks or irresponsible statements – whether oral or written – simply will not be tolerated.

Student Disenrollment (AUI 36-2315, 19 Nov 08)

An enrolled student may be administratively eliminated for failing to fulfill academic requirements within the time allotted. This would include the "Failed Course" status described above as well as missing established program due dates. Other disenrollment provisions are described in Air University Instruction 36-2315.

Release of written documents to officials other than AWC faculty and staff

In accordance with Air Force Instruction 51-303, student written material is not copyrighted, but is the property of the United States government and is not to be reproduced or published without the permission of AWC. Material must go through a security and policy review before being released outside of AWC.

Writing Guidelines

Your grade for the DL program relies heavily on writing and the exams should be written with a joint perspective in mind. The rubric included below provides guidelines for the core course exams and should be reviewed before you take each exam. The faculty will use this rubric for grading. Be

sure to follow the guidance and provide thorough responses. Answer the question asked and not the one you want to answer. Also, keep in mind there is no “book” answer for essay exams.

This is a senior-level course as described in CJCSI 1800.01C (Officer Professional Military Education Policy); your writing should clearly reflect a higher level of learning. While writing style is important to accurately convey your thoughts, exams will be evaluated mainly on demonstrated application, analysis, synthesis, and evaluation of the course concepts. Application involves applying knowledge to actual situations. Analysis requires you to recognize how different objects or ideas are interrelated by breaking them down into simpler parts. Synthesis involves arranging these simpler parts of ideas into a new whole that was not obvious before. Evaluation is the act of interpreting and judging the value of the material against a set of criteria. These higher levels of learning need to be at the senior level. The expectation is you will apply these skills at the O-6 level.

Your responses for the elective course short answer exam must use course materials in a well-developed 1-2 paragraph response. You are allowed up to 13 lines in AUSIS for short answer exams. Bullet statements are not appropriate. For the core course essay exams, we expect a well-organized and analytical 5-6 page response using course materials. Those 5-6 pages include all questions within the exam. The response to your exam should be logically organized using paragraph format. Outlining the essay before you write is useful for most students.

As you prepare for your exams, the Tongue and Quill (especially Chapters 6, 7, 8 at <http://www.e-publishing.af.mil/shared/media/epubs/afh33-337.pdf>) has guidelines for organizing the content of your essay and you may also want to review the Air University Style and Author Guide (<http://www.au.af.mil/au/awc/awcgate/style/>).

Exam Administration

All exams will be taken at a Test Control Facility (TCF) which is usually located at your local Education Office, using AUSIS. Be sure to have your current/correct TCF identified in your student record. Also, ensure you have selected your TCF as your test monitor. If a TCF is not reasonably available, contact Student Operations to work out an alternative for taking your exam. Please refer to the Test Instructions subheading under the Resources tab in your AUSIS record prior to scheduling your exam. No course materials are to be used for your exams. Do not bring anything into the TCF or leave with any test/course materials from the TCF.

Final Grade Calculation

Your final program grade is calculated as a weighted average of your elective and five core course grades. The weighting is based on projected study hours (60 hrs for the elective and 99 hrs for each of the core courses). Each core course is weighted equally. All your graded events will be included in the calculation. For example, if you fail your first FS exam with a 67% and retake the course exam and get a 74%, we will use both scores in your final program grade calculation. You must pass all courses and complete all program requirements to receive program credit. Your final grade will be posted to your AUSIS account and reflected in your Air University transcript.

AWC/DL Grading Rubric for Writing Assignments

<i>Content and Support</i>	<i>45 %</i>	<i>Comments</i>
<ul style="list-style-type: none"> • All elements of the exam/assignment are covered in a clear, direct response to the question or assignment. 		
<p>Content:</p> <ul style="list-style-type: none"> • Writing is comprehensive and accurate with no factual errors. • Develops a central thesis or idea applicable to the course assignment. • Demonstrates a complete mastery of the course objectives and course materials. • Writer provides a defense of the position taken. 		
<p>Support:</p> <ul style="list-style-type: none"> • Sufficient evidence to support the central thesis/argument. • Sufficient and appropriate facts, data, and observations are present to clarify and support contentions. • Facts are clearly distinguished from opinion. • A skillful integration of relevant course concepts, facts, exam information, videos, and readings to support position taken. Exceptional papers will include a skillful integration of relevant material from preceding courses (if applicable). • Appropriate variety of course concepts/examples. 		
<i>Critical and Creative Thinking</i>	<i>45 %</i>	<i>Comments</i>
<p>Demonstrates a clear and logical reasoning and:</p> <ul style="list-style-type: none"> • Is insightful and reflective. • Offers adequate analysis of the presented evidence. • Decision-making with ambiguous information: Able to make reasoned recommendations based on limited information. Criteria are established to determine which recommendation is best and to dismiss other opinions. • Writer presents a convincing argument which is logically sound. • Displays original thinking and refreshing insights which follow logically from the evidence. • Demonstrates the ability to analyze and synthesize the comments of others. • Exam/assignment does not contain logical errors or fallacies (such as hasty generalizations, inadequate cause-and-effect relationships, false analogies, all-or-nothing fallacies). • Exam/assignment does not resort to distortion (such as slanted language, non sequitur, transfer, bandwagon approach, red herring, begging the question). (See AFH 33-337, the 2004 <i>Tongue and Quill</i>, p. 47-52, for further explanations of these terms.) • Exam/assignment does not use personal experiences as supporting documentation unless specifically applicable. • Writer exhibits a critical attitude toward sources and issues and their anticipated counter-arguments by addressing them. 		
<i>Organization, Writing, and Style</i>	<i>10%</i>	<i>Comments</i>
Overall tone is appropriate for an academic writing endeavor and for the assignment.		
<p>The Introduction:</p> <ul style="list-style-type: none"> • Includes an attention step, background and preview of the paper/essay. 		

<ul style="list-style-type: none"> • A thesis is clearly stated which asserts the paper's central or controlling idea and is specific enough to indicate the paper's primary focus and/or position to be supported and argued. 	
<p>The Body:</p> <ul style="list-style-type: none"> • Develops the thesis presented in the introduction. • Includes clearly stated main points which directly support the paper's thesis. • Thoughts are arranged in a logical sequence; pattern supports subject matter. • Integrates elements of critical analysis. • Effectively uses details, examples and/or analysis. • Adheres to subject and avoids pointless/distracting departures. • Ideas and evidence are presented in a logical, orderly fashion and can be followed easily from point to point. 	
<p>The Conclusion:</p> <ul style="list-style-type: none"> • Flows from the body of the paper and reviews the main points. • The conclusion is <i>not</i> used to introduce new material. 	
<p>Conforms to prescribed word or page limits and any additional instructions provided.</p>	
<p>Grammar:</p> <ul style="list-style-type: none"> • Grammar, structure, spelling and punctuation are correct. • Sentences are well-structured, complete, clear and concise. • Writing includes active verbs and expressive language. • Paragraphs exhibit consistency in tense and tone. • Topic and transition sentences are utilized and organize/maintain the flow of thought and make the paper easier to read. 	
Summary/Additional Comments:	

Curriculum

You can complete the program in 20 months if you finish one lesson per week, and allow one-two weeks to prepare for and take each exam. This will allow you to continue to progress through the program within the 36-month time frame with some leeway for unexpected occurrences.

Approximate course lengths and planned order are as follows:

Elective – 12 weeks

Foundations of Strategy (FS) – 14 weeks

National Security and Decision Making (NSDM) – 14 weeks

Global Security (GS) – 14 weeks

Joint Military Operations (JMO) – 14 weeks

Joint Strategic Leadership (JSL) – 14 weeks

Most students will be able to complete the program in 20 months or less.

Elective Courses

The elective course supports and expands upon selected topics and objectives found in the core curriculum. Electives offer students an opportunity to gain additional knowledge and expertise in subject areas that may only be lightly covered in the core courses. Additionally, the electives enhance and complement the core curriculum by providing opportunities to achieve greater depth and breadth of understanding in issues of special interest. There are two categories of electives: non-language and language. The non-language electives consist of 10 lessons with approximately 50 pages of reading per lesson. The exam is a closed-book, short answer test containing 15 questions. Currently elective offerings include:

Communicating for Effect

The “fifth dimension” or information dimension has developed as a critical element of military operations in air, space and cyberspace and is vital to America’s national security. Recent and evolving technical refinements in information technology and the military value we assign information has presented opportunities and challenges. These challenges and opportunities span both the information and the technologies. Senior military leaders must understand the information environment and how it can be exploited for military gain. The information environment includes statutory and policy limitations on the exploitation of information and corresponding communication channels. Exploitation needs to integrate various public affairs actions, information operations and the decision making process. This course is intended to prepare current/future leaders to exploit the information environment with regard to military operations planning and execution, and to use strategic communication in operations planning.

Medical Support to Joint Operations

This elective provides a close look at how DOD is postured to provide a fit force for deployment, prevent disease non-battle injuries during deployment, force package medics for employment in the field, and ensure medics are ready to care for wounded beginning at the point of injury and ready to provide en-route care back to CONUS. Additionally, the course covers how medics provide unique capabilities to build foreign relations, support special operations, and respond to natural disasters, pandemics, and chemical, biological, and radiological events. The main focus will be on the Air Force Medical Service, but some discussion will compare

other service medical capabilities. This elective is designed for the student who would like to understand the details of how healthcare fits into operational planning at the COCOM level.

Non-Lethal Weapons

One of the challenges in today's complicated security environment is for US forces to have the ability to impose control and order on hostile forces with a minimum of casualties to themselves, the belligerents and/or the surrounding civilian population. The use of non-lethal weapons (NLW) raises a plethora of human effects, public perception, legal and operational issues. This course will describe and analyze these efforts and the issues concerning NLW. It will: address the past use of non-lethal concepts and technologies; define the capabilities that could be made available to our armed forces; examine the medical, legal, and public awareness issues involved in their development and use; and analyze their incorporation into current US military doctrine and strategy.

Space Operations

This course focuses on military applications of space and missile systems, to include capabilities, limitations, dependencies, and vulnerabilities. Space policies, law, and doctrine establish the guidelines for using space, while orbital mechanics and the space environment place physical limits on our use of space. The course provides an understanding of current space and missile systems and how space supports the warfighter, as well as an understanding of the issues facing senior leaders in applying space power. The readings will include background information on space characteristics, limitations, organizations, missions, functions and contributions to warfighting. This elective will not make you a space expert, but it will give you keen insight into space operations issues.

Coercive Airpower

This course focuses on airpower strategies and provides tools to understand and evaluate airpower strategies. From its inception, airpower has been characterized as an asymmetric means of warfare. Coercion places the adversary in a position where they can choose to comply with what has been demanded, or defy those demands. Airpower is a unique coercive weapon and students will explore these concepts from a historical viewpoint by first studying several early airpower strategists. The course then allows students to investigate four strategies for coercing an adversary: punishment, risk, decapitation, and denial. Application of coercive airpower culminates with two case studies giving students the opportunity to evaluate the coercive strategies applied and their outcomes. Finally, the course concludes with discussion on future challenges of using airpower to coerce non-state actors in support of counterinsurgency operations.

Nuclear Weapons

Nuclear weapons have played a significant role in our national security for over 60 years and will continue to be critical to our defense strategy for the foreseeable future. However, recent incidents within the Air Force have exposed what the BRR (Blue Ribbon Review of Nuclear Weapons Policies and Procedures) referred to as "an erosion of the culture of 'nuclear excellence.'" This course will explore the history of the nuclear enterprise, analyze how the DoD has arrived at the current state of affairs, and postulate the role of nuclear weapons in the future. The result will be a more complete understanding of nuclear deterrence, the role of the

nuclear umbrella, nuclear weapon reduction pros/cons, nuclear testing, and the nuclear weapon life cycle.

Foreign Language

This course provides basic language study using the online Rosetta Stone® Language Learning program. Languages available for study are: Arabic, French, Mandarin Chinese, Russian or Spanish. More information is available in the Tutorial located under Resources in AUSIS. (<https://ausis.maxwell.af.mil/awc/resources/Resources.htm>) Tests are embedded throughout the lessons and units. You must complete all requirements within the unit to receive credit.

Elective availability may change as electives are added and current offerings are updated. The language elective is subject to license availability. Please see our website for a more complete description of electives. (http://www.au.af.mil/au/awc/dl/17/Electives/electives_17.htm).

Core Course Descriptions

These courses provide the primary curriculum for this program and mirror the courses offered in the resident program. Each course consists of 12 lessons with approximately 60-70 pages of reading per lesson. The courses are built around objectives and supported with lessons. The lessons establish desired learning outcomes and are supported with questions for study. The format consists of readings, videos and exercises.

Foundations of Strategy (FS)

The goal of the Foundations of Strategy (FS) course is to develop senior leaders who can ethically develop and evaluate strategy in the pursuit of national interests. This foundation is laid by examining various theorists' concepts and how they have been applied to conflicts throughout history and to today's military operations. The course pays special attention to strategy development for the venues of air, space, and cyberspace, to the impact of air power on national and military strategy and concludes with a look at the challenges of Information-Age Warfare. This course will serve as the foundation for further study in other courses that examine the national security decision-making process and the application of military power as a means to attain national objectives. The exam is a closed-book, 5-6 page essay on a current or historical case study.

National Security and Decision Making (NSDM)

The National Security and Decision Making (NSDM) course assesses the processes for developing US security strategy and policy as well as the use of the national instruments of power in support of that policy and strategy. The course does this by evaluating the current US national security strategy and interests, the state and non-state threats, and the roles of the instruments of power in countering those threats. The course also focuses on the national security decision-making processes by assessing the role and impact of civil-military relations, the interagency process, Congress, and public opinion in policy development and execution. The exam is a closed-book, 5-6 page essay on a current Opposite Editorial (OpEd) piece.

Global Security (GS)

The Global Security (GS) course examines the roles of nations in addressing key issues shaping the global environment. The course also identifies growing and emerging security concerns beyond the military capabilities of state and non-state actors (e.g., energy security,

environmental security, migration, population growth, etc.). The course uses a comparative approach to examine the political and economic elements of actors and their impact across a wide range of global issues. The course assesses the relationship between efforts to democratize status, economic development and national and international security. The course also analyzes power politics from a region-to-region perspective and the impacts of these regional features with regard to international security. The exam is a closed-book, 5-6 page essay exam comparing and contrasting competing interests and security challenges the United States has in different regions of the world.

Joint Military Operations (JMO)

The Joint Military Operations (JMO) course prepares senior officers to deploy, employ, and control joint forces across the spectrum of conflict. The course emphasizes the employment of air, space and cyberspace forces as they contribute to the joint, combined, or coalition environment in support of the National Military Strategy. The course assesses the best ways to present, plan, and control military resources (US and coalition) as they serve the unique requirements of the combatant commander. The course analyzes the strategic implications of emerging warfighting concepts (sister service, Global Strategic Operations, logistics, and Special Operations), planning for and evaluation of future threats that are asymmetric to the US experience and expectations, and examines one's efforts from the opposing perspective. The course also assesses the friction between joint and service operational concepts as applied to the employment and control of air and space power. The exam is a closed-book, 5-6 page essay on planning and mission analysis.

Joint Strategic Leadership (JSL)

The Joint Strategic Leadership (JSL) course introduces the competencies and awareness needed to understand strategic leadership. The course examines senior leadership competencies required to be successful in today's complex, multicultural, expeditionary warfighting environment. The course is based on two key assumptions: first, you are already a successful leader, but the challenges you will face in the future will be significantly different from those you faced in the past; and second, you can significantly improve your competence in areas vital to success. The course challenges you to develop a vision, expand your critical analysis and creative thinking skills, improve your communication skills, expand your capacity for executive decision making, and refine your capability for leading change. In addition, the course focuses on acceptance of responsibility, accountability, command, moral values, and awareness of the strategic environment in order to meet strategic and senior leader challenges involved in leading large complex organizations. The course includes an interactive simulation to provide cultural awareness and familiarization. It is designed to develop an understanding of the dimensions of culture and other group dynamics in a realistic setting, and how those may impact operations and senior-level decision making. Additionally, the Intercultural Development Inventory (IDI) assessment tool is part of this course. The IDI will be completed pre- and post-JSL to measure intercultural sensitivity that may either facilitate or hinder your development of intercultural competence. Note: The IDI assessment is part of Edition 17.1. The exams for this course will be a Personal Development Plan (5 - 7 pages), a 700-800 word OpEd essay (Blue Dart), both written with the help of your mentor, and the AWC Culture Simulation.

PROGRAM SYLLABUS AND TIMELINE PLANNER

WEEK	DATE	COURSE
1-10		Elective Lessons 1-10
11-12		Elective Graded Exam
		1. FOUNDATIONS OF STRATEGY (FS)
13		L1: Critical Thinking about Strategy
14		L2: Ethics, the Decision to Go to War, and the Employment of the Armed Forces
15		L3: Foundations of Military Thinking: Sun Tzu, Jomini, and Clausewitz
16		L4: Foundations of Maritime and Land Strategic Thought
17		L5: The Evolution of Airpower Strategic Thought
18		L6: The Conduct and Termination of WWII
19		L7: The Cold War Strategic Thinking: Containment, Deterrence, and Nuclear Weapons
20		L8: Conducting and Terminating Limited War: Korea to Iraq
21		L9: Insurgency Warfare and Contemporary Counterinsurgency Doctrine
22		L10: US Strategy in the Global War On Terrorism
23		L11: US Strategy for War Termination and Military Support to Security, Stability, Transition, and Reconstruction (SSTR)
24		L12: Challenges of Information-Age Warfare: Space and Cyberspace
25-26		FS Graded Exam
		2. NATIONAL SECURITY AND DECISION MAKING (NSDM)
27		L1: America's National Interests and Security Strategy: Key Debates
28		L2: Assessing State Threats
29		L3: Assessing Non-State Threats
30		L4: Evaluating Diplomatic Instruments of Power
31		L5: Strategic Communication, the Media, and Foreign Policy
32		L6: International Organizations and Non-Governmental Organizations
33		L7: Evaluating Economic Instruments of Power
34		L8: National Security Decision Making: The Impact of Individuals and Organizational Culture
35		L9: US Civil-Military Relations
36		L10: The National Security Council, Interagency Process & the Intelligence Community
37		L11: Congress, Interest Groups, Think Tanks and American Foreign Policy
38		L12: The Process and Politics of Planning, Developing and Acquiring Military Forces
39-40		NSDM Graded Exam
		3. GLOBAL SECURITY (GS)
41		L1: Globalization, Democratization, and Power Politics
42		L2: Coalitions and Alliances
43		L3: China
44		L4: Northeast and Southeast Asia
45		L5: South Asia

46		L6: Central Asia and South Caucasus
47		L7: Middle East and North Africa I: Internal Dynamics
48		L8: Middle East and North Africa II: External Dynamics
49		L9: African Security and Africa Command
50		L10: Russia
51		L11: Europe and the European Union
52		L12: The Americas
53-54		GS Graded Exam
		4. JOINT MILITARY OPERATIONS (JMO)
55		L1: The Challenges of Planning for the Full Range of Military Operations
56		L2: Fundamentals of Joint Operations Planning
57		L3: C2 of Air, Space, and Cyberspace Power (LeMay Center course)
58		L4: Landpower in Joint Military Operations and C/JFLCC
59		L5: Seapower in Joint Military Operations and C/JFMCC
60		L6: Airpower in Joint Military Operations and C/JFACC
61		L7: Space and Cyberspace Power
62		L8: Special Operations
63		L9: Interagency and Homeland Defense
64		L10: Joint Intelligence Preparation of the Operational Environment
65		L11: Combat Logistics
66		L12: Planning and Deploying the Force
67-68		JMO Graded Exam
		5. JOINT STRATEGIC LEADERSHIP (JSL)
69		L1: Introduction to Strategic Leadership
70		L2: Leading Change in Large and Complex Organizations
71		L3: Ethics and the Warrior Ethos
72		L4: Leadership Accountability and Responsibility
73		L5: Senior Leader Derailment and Self Assessment
74		L6: Creative Thinking and Creative Leadership
75		L7: Strategic Negotiation
76		L8: Leadership Challenges in the 21 st Century Part I: Irregular Warfare and the Law of Armed Conflict
77		L9: Leadership Challenges in the 21 st Century Part II: Foreign Humanitarian Assistance
78		L10: Leading in (and After) Combat and Crisis
79		L11: Cross Cultural Leadership
80		L12: AWC Culture Simulation
81-82		JSL Graded Exam

References and Acronyms

References

Chairman of the Joint Chiefs of Staff Instruction 1800.01C, Officer Professional Military Education Policy
Air Force Handbook 33-337, The Tongue and Quill
Air Force Instruction 36-2301, Professional Military Education
Air Force Instruction 51-303, Intellectual Property—Patents, Patent Related Matters, Trademarks and Copyrights
Air University Instruction 36-2308, Academic Freedom
Air University Instruction 36-2309, Academic Integrity
Air University Instruction 36-2315, Student Disenrollment Procedures
Air University Policy Letter, Policy Regarding Student Rights

Acronyms

AFRES	Air Force Reserve
ANG	Air National Guard
ARPC	Air Reserve Personnel Center
AUSIS	Air University Student Information System
CAC	Common Access Card
FS	Foundations of Strategy
GS	Global Security
IDI	Intercultural Development Inventory
JMO	Joint Military Operations
JSL	Joint Strategic Leadership
OPMEP	Officer Professional Military Education Policy
NSDM	National Security and Decision Making
READI	Readiness for Education at a Distance Indicator
SDE	Senior Developmental Education
TCF	Test Control Facility